

COM 400/494
Case Studies in Communication and Intercultural Conflict
Fall Semester 2002

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OFFICE HOURS: See course web site

Course web site: <https://my.asu.edu>

COURSE DESCRIPTION

This course focuses on protracted conflict situations, with an emphasis on the activities of citizen groups and third parties in building sustainable peace in inter-group conflicts. It provides an opportunity for study of intercultural situations that involve conflict between ethnic groups. This semester, the course will feature an in-depth case study of the ongoing dispute on the divided Mediterranean island of Cyprus. We will examine the historical, social, political, and cultural aspects of this conflict, with a special emphasis on peace-building efforts at the citizens' level. In addition, the course will provide opportunity for students to apply concepts and principles to other intercultural conflict situations. Class sessions will include lectures, guided discussion, group projects, role-plays, and case studies.

COURSE OBJECTIVES

This course is designed to help participants learn about:

- < how intercultural/intergroup conflicts develop and are maintained by political, social, & cultural forces;
- < how intercultural communication concepts and principles can be applied to the analysis of inter-group conflicts;
- < the contributions of citizen peace-building efforts in promoting resolution of inter-group conflicts;
- < the role of third-party facilitators in inter-group conflicts.

COURSE MATERIALS

1. David W. Augsburger, *Conflict Mediation Across Cultures: Pathways and Patterns*. Westminster/John Knox Press, Louisville, KY, 1992.
2. John Paul Lederach. *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: United States Institute of Peace Press, 1997.
3. Supplementary readings made available during the semester through handouts, reserve, and course web site (see attached list for preliminary set)

COURSE TOPICS

We will address questions such as the following:

- ' How do *perceptions of history* shape conflicts?
- ' How do *identity issues* contribute to intergroup conflict?
- ' What is the contribution of the *media & the education system* to maintaining and/or resolving conflict situations?
- ' What *forms of communication* make it difficult to resolve intergroup conflicts?
- ' What is the *role of citizen peace-building efforts* in resolving intergroup conflicts?

COURSE REQUIREMENTS

1. **Participation in online discussion forum** - (see description below).
2. **Examination and quizzes** over course material, including lectures and class activities. *
3. **Conflict Analysis Project and Presentation** (see attached description)

*Note: A written exam will be administered at the end of the semester, and online quizzes will be given at periodic intervals during the semester. Scores on these quizzes will count as part of the final exam grade.

METHOD OF EVALUATION

- | | |
|---|-------------|
| 1. Participation in online discussion forum | 10% |
| 2. Examination and Quizzes | 40% |
| 3. Written project and presentation | 50% |
| TOTAL | 100% |

Note: For group assignments, it is expected that every member will contribute responsibly to the final product. However, if problems occur with individual(s) failing to uphold their responsibility to the group, I will consider requests in writing from the group to distribute grades differently among the group members. I will consider such cases only if the group can demonstrate it has made a serious effort first to work out difficulties with the individual(s) concerned.

ONLINE DISCUSSION FORUM:

An online discussion forum, using ASU's "Blackboard" system will allow students in the class to respond to issues and questions posted by the instructor and other class members. Throughout the semester, before and/or after most class sessions, a topic will be posted on the discussion board. The discussion topics will center on readings, class discussions and class activities. *Each student is expected to participate in every discussion*, either by responding directly to the questions raised by the instructor or by responding to comments of others. At the end of the semester, you will be asked to write and post a 1-page summary of what you have learned from your participation in the online discussions and other class activities.

COM 400/494: Conflict Analysis Project

This assignment is designed to promote integration of classroom concepts with the analysis of inter-group conflict situations. The class will be divided into teams of 4-6 persons, and each team will focus on a current international or domestic intercultural conflict situation. Example conflicts include those involving Catholics and Protestants in Northern Ireland, Israelis & Palestinians, Tamils and Nationals in Sri Lanka, Muslims and Serbs in Bosnia, Eritreans and Ethiopians, Zapatista rebels and the Mexican government, Native tribes and developers in Canada, migrant Mexican workers and border residents in Arizona, African-American and Asian immigrants in Los Angeles. Information can come from books, academic journals, newspapers and periodicals, video material, interviews, and other sources, but there should be a balance of material from scholarly (e.g., academic journals) and popular press (e.g., newspapers, magazines, Web materials) sources.

Stage One: Background and Overview of the Conflict

Class members will work together in assigned teams on the following tasks:

- Select a current, ongoing intercultural/intergroup conflict situation for research and analysis. The conflict should be one that revolves around at least two (but not more than three) clearly identifiable positions about the situation.
- Conduct research on the following questions: What is the historical background of the conflict? Who are the primary parties to the conflict? What are the main issues dividing the parties? What attempts have been made to resolve the conflict in the past? What external forces or interests are influencing the conflict?
- Prepare a presentation that helps the class understand the nature of the conflict you are researching, including the information you gathered in answering the questions above. The presentation should involve handouts, overhead transparencies (or Powerpoint slides) and other presentation aids that help the class understand as much as possible about the conflict. On the day of your scheduled presentation, provide to the instructor a printed copy of your presentation outline, handouts, and transparencies (or Powerpoint slides). [20% of project grade]
- Prepare a written report (8-10 pages) summarizing your research on the above questions. In addition include a section in which you summarize the perspective of each party to the conflict, and attach a bibliography that includes all the resources you consulted (books, academic journals, magazines, Web sites). Post this report on the class web site, and give a printed copy to the instructor. [30% of project grade]

Stage Two: Analysis of the Conflict

Individuals may choose to complete the following stage alone or jointly with other group members:

- Conduct an analysis that (a) identifies the major factors contributing to the conflict, (b) proposes how the conflict can be managed productively, and (c) outlines the resources and structural changes that would be necessary to resolve/transform the conflict. Each person or team will be asked to give an oral report (non-graded) about key aspects of their analysis.
- Write a paper (12-15 pages) that summarizes and integrates your analysis of the conflict (including relevant information from Stage One). The paper should include a list of books, articles, and Web resources about the conflict. At least 20 sources of information must be included in the bibliography, at least 10 of which should be scholarly articles and/or books or book chapters. Give a printed copy to the instructor. [50% of project grade]

COM 400/494: Supplementary Readings

1. "Origins of the Cyprus Problem," by Gus Feissel
2. "Views from the Other Side: Perspectives on the Cyprus Conflict," by Benjamin J. Broome, in Judith Martin, Tom Nakayama, and Lisa Flores (eds.), *Readings in Cultural Contexts*, Mayfield Publishers, 1998.
3. "Inter-Communal Contacts Help Build Links for the Future of Cyprus," by Benjamin J. Broome, *Washington Report on Middle East Affairs*, Vol. 18, No. 6, 1999, pp. 69-71.
4. "Greek and Turkish Cypriot University Students Have More in Common Than Expected," by Benjamin J. Broome, *Washington Report on Middle East Affairs*, Vol. 18, No. 6, 1999, pp. 82-83.
5. "Building a Shared Future Across the Divide: Identity and Conflict in Cyprus," by Benjamin J. Broome. In *Communicating Ethnic and Cultural Identity*, Rueyling Chuang and Mary Fong, co-editors, Rowman and Littlefield Publishers (publication date, Fall 2002).
6. "Improving Third-Party Decisions at Choice Points: A Cyprus Case Study," by Benjamin J. Broome and John S. Murray, *Negotiation Journal*, Vol. 18, No. 1, 2002, pp. 75-98
7. "Designing a Collective Approach to Peace: Interactive Design and Problem-Solving Workshops with Greek-Cypriot and Turkish-Cypriot Communities in Cyprus," by Benjamin J. Broome. *International Negotiation*, 1997, Vol. 2, pp. 1-27
8. "Overview of Conflict Resolution Activities in Cyprus," by Benjamin J. Broome. *The Cyprus Review*, Vol. 10 No. 1, 1998, pp. 47-66.
9. "Bridging the Divide in Cyprus: The Role of Bi-Communal Activities in Building a Sustainable Future," by Benjamin J. Broome.
10. "Communication Across Conflict Lines: The Case of Ethnically Divided Cyprus," by Harry Anastasiou. *Journal of Peace Research*, (in press, due for publication September 2002).

Other articles will be made available during the semester.

TENTATIVE COURSE SCHEDULE
 COM 400/494, Fall Semester 2002, Professor Broome
 (Check Course Web Site for Revisions)

Week	Date	Topic	Assignment
1	Aug. 28	Introduction and overview of course	<i>Conflict Mediation</i> , Intro <i>Building Peace</i> , Ch. 1
2	Sept. 4	Introduction to Cyprus Conflict	Supplementary Readings 1-4
3	Sept. 11	Culture & Conflict Dynamics (formation of project groups)	<i>Conflict Mediation</i> , Ch. 1-2 <i>Building Peace</i> , Ch. 2
4	Sept. 18	Culture & Conflict Dynamics	<i>Conflict Mediation</i> , Ch. 3
5	Sept. 25	Identity and Conflict	Supplementary Reading 5
6	Oct. 2	Emotion and Conflict	<i>Conflict Mediation</i> , Ch. 4
7	Oct. 9	Group Work on Project Presentations	<i>Building Peace</i> , pp. 153-180
8	Oct. 16	Case Presentations (Groups 1-3)	
9	Oct. 23	Case Presentations (Groups 4-6)	
10	Oct. 30	Third Party Role in Conflicts ++ Project Stage One Reports due ++	<i>Conflict Mediation</i> , Ch. 5 Supplementary Reading 6
11	Nov. 6	Third Party Role in Conflicts	<i>Conflict Mediation</i> , Ch. 7 Supplementary Reading 7
12	Nov. 13	Peace Building & Reconciliation	<i>Conflict Mediation</i> , Ch. 9 <i>Building Peace</i> , Ch. 3-5 Supplementary Readings 8-9
13	Nov. 20	Class will not meet this week (special field assignment TBA)	Supplementary Reading 10
14	Nov. 27	Oral reports of analysis projects	<i>Conflict Mediation</i> , Ch. 8
15	Dec. 4	Summary & Integration of Learnings ++ Project Final Reports due ++	<i>Building Peace</i> , Ch. 6
16	Dec. 18	Final Exam Period	

POLICIES AND EXPECTATIONS

Professor Broome

1. Class preparation and participation are important. The nature of the subject of communication demands that learning take place through discussion, illustration, and experiences. Learning in this course revolves around class discussion and group work. Students have responsibility to prepare, attend, and contribute to class and group work sessions. High quality and consistent class participation can often lead to a higher grade, especially in cases where a student is on the border between letter grades. Failure to take an active role (including listener) in class activities can result in a lower final grade.

2. Exams must be taken on time and assignments must be handed in when due. Only in special circumstances and with prior arrangements can late work be accepted.

3. Original work is expected, and any outside source used in assignments must be properly credited. Plagiarism is a serious offense and will be dealt with according to ASU's Academic Integrity Policy (see <http://com.pp.asu.edu/everythingyouneed.html>)

4. Students' feedback on classroom assignment and procedures is desired. Informal feedback is welcomed anytime during the course, and a formal course evaluation will be conducted near the end of the course. All students are expected to take part in the formal evaluation.

5. An grade of "incomplete" can only be given if at least 75% of course assignments have been completed satisfactorily and documentation is provided for one's inability to complete remaining assignment(s) because of an unanticipated situation.

6. Upper-level credit assumes that the student is able to function at a higher academic level than when taking lower-level courses. This means that a higher level of performance is expected and more stringent criteria will be applied to papers and exams than if the class were offered at the lower level.

7. Students often comment: "I worked so hard in this course, and my grade didn't reflect how hard I worked." Others say: "My grade doesn't correspond to how much I learned in this course." In my view, these comments reflect a misunderstanding about the nature of university courses. I believe there are four primary aspects of a university course with which one should be concerned, and while they have an impact on each other, the meaning (and sometimes the results) of each is quite different:

A. Credit Received: Did I do what was required to earn the credit hours for this course?

B. Grade Received: How did I perform on the graded assignments?

C. Personal and Group Learning(s): What did I gain from the course that will help me in my work and personal life?

D. Contribution: What did I contribute to the course and to others' learning?

One can work hard, learn a lot, contribute and still not receive a high grade in the course, and those who receive the highest grades are not always the ones who learn or contribute the most. In my view, the most important aspect of a course is the learning and contributions that take place, on both the individual and group levels

COM 400/494: Additional Resources about Cyprus

Books

Bitter Lemons of Cyprus, Lawrence Durrell. Published by Faber & Faber, Boston, 1957

Journey into Cyprus, by Colin Thubron. Published by Penguin Books, 1975

Footprints in Cyprus, edited by Sir David Hunt. Published by Trigraph, London, 1990

Cyprus: Ethnic Conflict and International Politics, Joseph S. Joseph. McMillian Press, 1997.

The Political Economy of a Federal Cyprus, Andreas Theophanous. Published by Intercollege Press, Nicosia, Cyprus, 1996.

The Cyprus Triangle, R.R. Denktash. Published by the Office of the “Turkish Republic of Northern Cyprus,” New York, 1988.

The Infidel Sea: Travels in North Cyprus, Oliver Burch. Published by Ashford, Buchan & Enright, Southampton, England, 1990.

Hostage to History: Cyprus from the Ottomans to Kissinger, Christopher Hitchens. Verso Books, London, 1997.

Cyprus: Divided Island, Tom Streissguth. Lerner Publications, Minneapolis, 1998.

Tetralogy of the Times: Stories of Cyprus, by G. Philippou Pierides. Translated from the Greek by Donald E. Martin and Soterios G. Stavrou. Nostos Books, 1998.

The Cyprus Conspiracy: America, Espionage and the Turkish Invasion, Brendan O’Malley and Ian Craig. St. Martin’s Press, 1999.

Articles

1. “International Dimensions of the Cyprus Problem,” Joseph S. Joseph. *Cyprus Review*, Vol. 2, No. 2, Fall 1990, pp. 15-40. [*]

2. “Understanding 1974, Understanding 1994,” by Peter Loizos. *Cyprus Review*, Vol. 6, No. 1, Spring 1994, pp. 7-19. [*]

3. “From Traditionalism to Nationalism and Beyond,” by Niyazi Kizilyurek. *Cyprus Review*, Vol. 5, No. 2, Fall 1993, pp. 58-67. [*]

4. “Cyprus Conflict and the Distorted Facts,” by Ahmet Sozen. *Soylem*, 1996, pp. 43-49. [*]

5. “Letter to a Turkish Cypriot Compatriot,” by Zenon Stavrinides. *Soylem*, 1996, pp. 25-35. [*]

6. “Unofficial Inter-communal Contacts and their Contribution to Peace-Building in Conflict Societies: The Case of Cyprus,” by Maria Hadjipavlou-Trigeorgis. *Cyprus Review*, Vol. 5, No. 2, Fall 1993, pp. 68-87. [*]

7. “Peacekeeping and Peacemaking in Cyprus 1974-1994, by Oliver Richmond. *Cyprus Review*, Vol. 6, No. 2, Fall, 1994, pp. 7-42. [*]

8. “The Cyprus Impasse: What Next?” by Tozun Bahcheli and Nicholas Riziopoulos. *World Policy Journal*, Winter 1996, pp. 27-39. [*]

Internet Resources

Cyprus Mail (English Language Daily Newspaper) - <http://www.cyprus-mail.com/>

The Cyprus Weekly (newspaper) - <http://www.cyprusweekly.com.cy/>

The World of Cyprus - <http://www.kypros.org/>

Official Cyprus Government Home Page - <http://www.pio.gov.cy/>

Cyprus News Agency - <http://www.cyna.org.cy/>

Cyprus Broadcasting Corporation - <http://www.cybc.com.cy/>

Official Turkish Cypriot Page - <http://pulex.med.virginia.edu/ncyprus/index.html>

Citizen Turkish Cypriot Page - <http://force.stwing.upenn.edu:8001/~durduran/cyprus.html>

Cyprus: A Country Study - <http://lcweb2.loc.gov/frd/cs/cytoc.html>

U.S. Embassy in Nicosia - <http://www.americanembassy.org.cy/>

Delegation of the European Commission to Cyprus - <http://www.ec-eu-delegation.com.cy/english/welcome-general.htm>

Crossings Journal - <http://www.stwing.upenn.edu/~durduran/dergi/issue1.html>

Cyprus Conflict - <http://www.cfcsc.dnd.ca/links/wars/cyprus.html>

Greek-Turkish Peace Organization - <http://www.photius.com/thus>

“Cyprus: Coping With a Quarter-Century of Separation,” special issue of *Washington Report on Middle East Affairs*, September 1999, pp. 56-85 –

<http://www.washington-report.org/backissues/0999/0999toc.htm>

COMM 400/494: Course Participant Information Form

Name:

Contact Information: (please leave blank any contact information you do not wish to provide)

Tel: _____ E-mail: _____

1. Previous **coursework** or **work experience** related to this course:

2. Your **interest** in studying this subject [Why does this subject appeal to you?]:

3. **Expectations** for course: [What do you hope to gain from your participation?]

4. Potential **contributions** to course: [What do you think you can contribute to the course?]